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ABSTRACT

A series of five workshops were conducted to instruct adult education practitioners so that they could better perform their jobs as teachers of late adolescents and at-risk students. The five workshops covered the following topics: (1) adolescent development and working with at-risk youth; (2) classroom and behavior management relating to adolescents; (3) curriculum-based assessment; (4) instructional strategies; and (5) applied experiences. A training outline was developed. Attendance at the workshops was excellent, with 20 practitioners at each. The response for the workshop was positive as demonstrated by written evaluations from the participants. (This report contains the content of the workshops along with the training outline developed for the project.) (KC)

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ED 376 359

Staff Development: Understanding Our Youngest Students

Final Report

by

Helen Guisler, Coordinator
Carol Molek, Project Director

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1993-1994

June 30, 1994

TIU Adult Education and Job Training Center
MCIDC Plaza, One Belle Avenue, Building #58
Lewistown, PA 17044

99-4028 - $19,139

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Acknowledgments

We wish to thank the Pennsylvania Department of Education for funding and support of this project.

Funding for "Staff Development: Understanding Our Youngest Students" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Anthony F. Labriola. The Intermediate Unit continues to recognize or unique contribution to the total organization.

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Training Outlines and Materials

Recruitment Material

Abstract

Title: Staff Development: Understanding Our Youngest Students
Project No. #99-4028 **Funding:** $19,139
Project Director: Carol Molek **Phone No.** 717-248-4942
Contact Person: Helen Guisler
Agency Address: TIU Adult Education and Job Training Center
MCIDC Plaza, One Belle Avenue, Building #58
Lewistown, PA 17044

Purpose: "Staff Development: Understanding Our Youngest Students" addressed local staff development needs to instruct adult education practitioners on information and instructional strategies to enable them to better perform their jobs as teachers of late adolescents and "at risk" students. Through a series of five workshops we were able to supply staff with practical skills in classroom management and instructional strategies.

Procedures: Staff developed content/topics/presenters for workshops. Five workshops were held covering 1) adolescent development and working with "at risk" youth
2) classroom/behavior management relating to adolescents
3) curriculum based assessment 4) instructional strategies
5) applied experiences. A training outline was developed, included in the final report, and can be easily reproduced.

Summary of Findings: Attendance at all four workshops was excellent, with 20 practitioners at each. The response for the workshop was positive as demonstrated by written evaluations from the participants.

Comments: The workshops on Understanding Our Youngest Students provided much needed staff development to new and experienced staff. Staff particularly responded well to the refresher on adolescent development, strategies for working with "at risk" youth, and instructional strategies.

Products: Final report, including content of the workshops, for statewide dissemination. Successful evaluation is based on:

-development of five workshops
-delivery of workshops to at least 20 practitioners
-production of final report including detailed content of workshops and resources

Staff Development: Understanding Our Youngest Students

Introduction

"Staff Development: Understanding Our Youngest Students" addressed a local staff development need in our program. The need also exist in other programs in the state and the results have statewide applicability. The goal in this project was to give our staff and other literacy providers information and instructional strategies to enable them to better perform their jobs as teachers of late adolescent students. This group of students present a unique set of challenges to instructional staff. Frequently the youth are recent high school dropouts with a history of serious academic and behavioral problems in school. They often bring with them negative feelings about school, serious self esteem problems and many have been identified as "at risk youth" (teen parents, substance abusers, drop outs, etc.).

This training was important for both experienced and new adult educators. We all learned and shared experiences together, and in doing so are able to provide our students with quality instruction. The project focused on 1) understanding adolescent development issues and the special needs of "at risk youth" 2) classroom management (i.e. behavior management) especially relating to adolescents and to a classroom mix of late teens and older adults 3) assessment and instructional strategies found to be effective with late adolescents.

Five workshops were planned which were open to all adult educators in our region. The time frame for the project follows:

July, 1993-January, 1994 - research, development and scheduling of workshops

March 11, 1994, March 23, 1994, April 6, 1994, April 18, 1994 - four 2 hour workshops were held at the TIU Adult Education and Job Training Center Office

May, 1994 - follow up with staff was conducted

June 3, 1994 - a 2 hour workshop was held to review applied experiences

June, 1994 - the final report was produced, documenting the success of this project.

The Project Director was Carol Molek. Ms. Molek directs programs at the TIU Adult Education and Job Training Center. Ms. Molek has over 10 years experience conducting adult programs for the IU and developing curriculum. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, reported to and communicated with the Department.

Project Coordinator was Helen Guisler. Ms. Guisler has over 20 years practical experience in the social service field. Most recently she has served as a counselor for the TIU Adult Education and Job Training Center programs which include ABE programs. Ms. Guisler was responsible for recruiting, developing the curriculum, conducting one workshop, and facilitating all other workshops.

Permanent copies of this report can be obtained from:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Staff Development: Understanding Our Youngest Students" was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services to 9 school districts and 3 area vocational technical schools in Fulton, Huntingdon, Juniata and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center programs have included 306/322 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers and 43 310/353 special projects.

"Staff Development: Understanding Our Youngest Students" was based at the TIU Adult Education and Job Training Center in Lewistown, Mifflin County. The Adult Center is the home of a wide variety of adult education programs meeting the needs of adults in Juniata and Mifflin Counties. February '94 marked the Adult Center's 10th year of successful operation.

Statement of Problem

Our adult education staff have had increasing numbers of young students attending ABE/GED classes. These late adolescents present a unique set of challenges to our instructional staff. Frequently the youth are recent high school dropouts with a history of serious academic, behavior and social problems. Many are identified as "at risk youth." Our job in "Staff Development: Understanding our Youngest Students" has been to give adult education staff specific training needed to work with this challenging population that is growing in our program. The training focused on: 1) understanding adolescent developmental issues and the special needs of "at risk youth" 2) classroom management techniques especially relating to adolescents and to a classroom mix of late teens and older adults 3) assessment and instructional strategies found to be effective with late adolescents.

Staff in our job training programs, local Intermediate Unit and public school districts have extensive experience in dealing with young adults, their unique developmental stage, and particularly with "at risk" patterns and behaviors. We taped these training resources, and in the process enhanced the collaborative relationships with other programs in the community.

Goals and Objectives

To meet the need to provide staff training on understanding our youngest students, the following goals and objectives were developed:

-to develop a series of workshops on working with young adults in an adult education setting.

-to deliver the five workshops to Adult Education and Job Training Center personnel as well as other practitioners in our region (approximately 20 staff to be trained)

-to produce a final report including the content of the five workshops for dissemination for others in the state to utilize.

Procedures

The general design of "Staff Development: Understanding Our Youngest Students" involved three stages.

Stage 1: Staff reviewed relevant material on adolescent development, "at risk youth" in the adult education setting, and assessment and teaching strategies with late adolescent students. Materials reviewed included the Student Assistance Program Training Manual and the Secondary Instructional Support Team Training Manual, including information on the Valentine Model. Instructional staff gave feedback regarding specific issues they wanted to see addressed in the workshops. A committee was formed and met on 3 occasions to develop content/topics for the workshops. This committee was made up of the Adult Education and Job Training Center counselor, school district personnel including the SAP coordinator, psychologist and LD instructors, and the IU Special Ed Supervisor. Topics covered in the workshops were:

-refresher on adolescent development

-understanding working with "at risk" youth, i.e. teen parents, substance abusers, school dropouts

-classroom/behavior management relating to adolescent and a classroom mixture of late teens and older adults with special emphasis on understanding the Valentine Model

-curriculum based assessment strategies

-instructional strategies and communication skills found to be effective with late adolescents

The workshops built upon each other and were progressive in nature. Participants were asked to implement, in the classroom, information received at each workshop. The final workshop was a follow-up on the applied experiences and a time for professional sharing.

Stage 2: Workshop Presentations. Five workshops were held:

Understanding and Working With At Risk Youth - March 11, 1994

Curriculum Based Assessment - March 23, 1994

Instructional Strategies - April 6, 1994

Classroom Management - April 18, 1994

Applied Experience - June 6, 1994

The Workshops were delivered by the Adult Education and Job Training Center Counselor, School District SAP Coordinator, school psychologist, and district LD teacher. Our audience consisted of 20 adult educators from our Center and Juniata County SETCO staff.

Stage 3: The information provided in four of the workshops is included in a training outline which can be easily

reproduced and disseminated to ABE centers across the state to adapt to their own training needs.

Results

Objective #1

-To develop five staff training sessions on Understanding Our Youngest Students.

This objective was successfully met by January, 1994. Several meetings were conducted with our staff, school district and IU personnel to determine specific topics/content to be covered in the workshops and to select the most appropriate individuals to present the information.

Objective #2

-To deliver the five workshops on Understanding Our Youngest Students to at least 20 adult education practitioners.

We were very successful in meeting this objective. Each of the workshops had an average attendance of 20 participants. ABE personnel and other agency personnel from Mifflin, Juniata and Perry Counties were in attendance. The response provided through written evaluations of each workshop indicated the participants felt that the sessions were "very helpful," "well above my expectations," "appropriate to our daily work."

Objective #3

-To produce a final report including content with the workshop for utilization statewide through dissemination.

The workshop outlines, references, and the final report were completed for dissemination.

Evaluation

Evaluation of the project was an ongoing process. Measurement of success was based on:

a) Development of content and then organization of five workshops by the end of January, 1994.

b) Delivering the workshops within the planned time frame to more than 20 adult educators. Workshop participants completed evaluations which provided valuable information and indicated the success of each workshop. The evaluations also helped in the planning of the fifth workshop - Applied Experiences. We were able to expand on and clarify topics discussed in the first four workshops.

c) The successful production of training outlines and the dissemination of the final report.

Dissemination

The project will be available for dissemination through:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 171226-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Specific questions should be directed to:

Carol Molek
TIU Adult Education and Job Training Center
MCIDC Plaza, One Belle Avenue, Building #58
Lewistown, PA 17044
(717) 248-4942

Conclusions/Recommendations

"Staff Development: Understanding Our Youngest Students" provided much needed staff development to our ABE staff. The five workshops were particularly helpful in 1) providing a refresher on adolescent development 2) understanding some special factors involved in dealing with an "at-risk" youth population 3) learning the basics of Curriculum Based Assessment 4) developing very specific teaching strategies with young adults 5) learning the Valentine approach to solving behavior management problems. The final session gave staff the opportunity to discuss case studies, evaluate the effectiveness of the implementation of new practices, and exchange ideas and concerns about working with young adults. The workshops helped staff recall the issues of adolescent development and use that information in relation to teaching and behavior management strategies.

As a result of the workshop we enhanced our working relationship with school district personnel, especially Special Education staff. Many of the learning strategies utilized by the secondary LD teaching staff were especially helpful to our instructional staff.

The workshops were valuable and well received. All ABE personnel can benefit from such training as we work more and more with this challenging population.

Appendices

Training Outlines, Materials, Evaluation Forms

Workshop #1

Understanding and Working With At Risk Youth

Helen Guisler, Tonya Hoffman
March 11, 1994

This workshop focused on several topics:
1) Review of the developmental tasks and needs of adolescents - all teens are "at risk." 2) -Getting in touch with ourselves as professionals and how teens may react to us and to our programs- what are personal and programmatic qualities that would enhance our effectiveness in working with teens? 3) Looking at a profile for high risk youth 4) Discussion regarding issues faced by children of alcoholics/children from pain filled homes.

Resources:

Ackerman, Robert, Notes from MAATI Workshop on Children of Alcoholics
Allen, Tim, Notes from MAATI Workshop on Taking the Risk Out of High Risk Youth
Bau, Linda, and Monserrel, Catherine, Working With Childbearing Adolescents, New Futures, ME, 1980.

Focus On Your Own Adolescence

Objective: To enable participants to get in touch with adolescent issues by reflecting back and sharing about their own adolescence.

As a teenager, I thought that when I was twenty...

As a teenager, I thought that when I was thirty...

As a teenager, I thought that when I was forty...

As a teenager, I thought that when I was fifty...

As a teenager, I thought that my teachers...

When I was 18 years old...

When someone got pregnant in high school, I thought...

When someone was using drugs in high school, I thought...

Adapted from: Dr. Norman Brandon,
Psychology of High Self Esteem

Think back to your high school years:

What kind of student were you?

Whom do you recall being the best teachers and why? What positive experiences do you remember from high school?

Who was the most difficult teacher and why? What unpleasant experiences do you recall?

Think about the kids who always seemed to be getting into trouble or were seen by the teacher and/or students as a problem. How was that handled by the teacher? How did the other students react to that kid?

Think about the difficult students that you have in your class now. How are you handling them? How are the other students reacting to them (young students and older students)?

Specific Adolescent Needs

* Recognition As An Individual
* To Be Listened To, To Be Taken Seriously
* Structure / Parenting
* Freedom and Flexibility To Try New Things
* Information AND HELP Processing It
* Peer Approval and Acceptance
* Concrete Examples and Reasoning
* Adult Figures to Model and Trust
* Permission To Be Sexual Beings
* A Way To Communicate To Others
* An Outlet To Release Their High Energy

ADOLESCENCE - CHARACTERIZED BY:

* Rapid growth and sexual maturation

* Cognitive development - the ability to think in abstract terms

* Strong identification with peer group shift from adults/parents to peers

* Re-evaluation of values

* Experimentation with lifestyles

* Confusion about "Who I am, where am I going, what I want"

ERIKSON'S STAGE THEORY OF "PSYCHOSOCIAL CRISES"

STAGE	TASK	FAVORABLE OUTCOME	UNFAVORABLE OUTCOME
		TRANSITION YEARS	
Adolescence	Identity vs. Confusion	Seeing oneself as a unique and integrated person	Confusion over who and what one really is
		ADULTHOOD	
Early Adulthood	Intimacy vs. Isolation	Ability to make commitments to others, to love	Inability to form affectionate relationships
Middle Age	Generativity vs. Self-absorption	Concern for family and society in general	Concern only for self- one's own well being and prosperity
Aging Years	Integrity vs. Despair	A sense of integrity and fulfillment; willingness to face death	Dissatisfaction with life; despair over prospect of death

THE ADOLESCENT IS

PREGNANCY		PARENTHOOD
- Pregnancy can either enhance or confuse self-identity.	DEVELOPING SELF-IDENTITY (Self-Absorption)	- Child is also self-absorbed and needs consistent care. - There is a need to identify with parental role.
- Social isolation may result as they are neither "typical" adults nor "typical" teens. - Friends may abandon them.	SEEKING PEER ACCEPTANCE	- Social isolation may result as they are neither "typical" adults nor "typical" teens.
- Rapidly changing body is unlike peers. - Physical discomforts may confuse the perception of the body.	CONCERNED WITH BODY IMAGE	- Adaptations must be made to the altered physical characteristics resulting from pregnancy.
- Pregnancy may influence the outcome of the relationship with the father of the baby and may influence her perceptions of future relationships.	SEEKING RELATIONSHIPS WITH THE OPPOSITE SEX	- Concern for male-female interactions may take precedence over parenting role. - Opportunities to seek relationships with males may be limited. - Male reactions may be influenced by the fact that they know she has been sexually active.
- Pregnancy may make her more emotionally, financially, educationally, and medically dependent. - The dependency of pregnancy may interfere with the establishment of her autonomy.	STRIVING FOR INDEPENDENCE	- Mother may be dependent on adults for assistance. - Child is dependent upon the mother. - Financial restraints may curtail independence.
- Emotional upheaval may be compounded by the mood swings of pregnancy.	EXPERIENCING MOOD CHANGES AND UNPREDICTABLE REACTIONS	- Mood changes may interfere with consistency in parenting. - Demands and moods of the child may add pressure and stress.
- Use of alcohol, drugs, and tobacco adversely affects the outcome of the pregnancy. - Contracting a venereal disease is a possibility	EXPERIMENTING WITH ADULT BEHAVIORS	- The desire to experiment with adult behaviors may take precedence over the desire to parent - Parenting may be seen as an adult behavior.
- Here-and-now time orientation may inhibit progression through the maternal tasks. - There may be difficulty in seeing the relationship between present actions and future outcomes.	PRIMARILY PRESENT-ORIENTED	- Parenting skills often are not learned in advance of the need. - There may be difficulty in planning for the future.
- Significant others may equate pregnancy with failure. - Pregnancy may be viewed as a means of having a successful experience.	SEEKING SUCCESSFUL EXPERIENCES	- Rejection or negative expectations from significant others may interfere with her ability to parent. - Education may be interrupted or terminated. - Criticism may inhibit her sense of adequacy as a parent.
- Sense of femininity may be reinforced or confused. - She may be less likely to explore non-traditional female roles.	FORMULATING SEX ROLE IDENTITY	- Because she is a mother, she may feel her choices and decisions regarding her female roles are limited.
- Pregnancy during the teenage years may conflict with her personal, family, and/or religious values.	DEVELOPING A VALUE SYSTEM	- Single motherhood or forced marriage may conflict with her values.
- Preparation for motherhood may take precedence over career choices.	CONCERNED WITH CHOICES OF CAREERS AND LIFESTYLES	- Financial demands, need for day care, and/or lack of training may limit choices.

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KIDS AT RISK

1. No role models.
2. Dependent on others.
3. Not meaningful.
4. Can't cope with problems.
5. Escapes/withdraws.
6. External locus of control. (Fate & Luck)
7. Impulsive/no self control.
8. Poor listening skills.
9. Won't share.
10. Argumentative.
11. Inflexible.
12. Compulsive.
13. Complaining.

HIGH RISK PROFILE
10 YEARS OF RESEARCH

1. LITTLE/NO EXPERIENCE FEELING CAPABLE

   A. FEW POSITIVE ROLE MODELS

   B. FEELS WEAK AND WORTHLESS

   C. CAN NOT SEEM TO DO ANYTHING CORRECTLY

   D. UNCLEAR REGARDING CAUSE AND EFFECT

   E. RELIES ON OTHERS TO EXPLAIN EVENTS

   F. CONFUSED BY CHANGING EXPECTATIONS

   G. REPEATS PROBLEM BEHAVIORS

2. DOES NOT FEEL IMPORTANT/SIGNIFICANT

   A. FEELS UNIMPORTANT IN FAMILY, SCHOOL, PEER GROUP

   B. ACCOMPLISHMENTS UNRECOGNIZED NOT APPRECIATED

   C. ISN'T NEEDED, WANTED

   D. DOESN'T SEE SELF AS A CONTRIBUTOR

   E. LITTLE UNDERSTANDING OF HOW HIS BEHAVIOR AFFECTS OTHERS

   F. ENDS UP FEELING UNVOLVED

   G. SEEKS SELF GRATIFICATION, COMPULSIVE, IMPULSIVE

HIGH RISK PROFILE
10 YEARS OF RESEARCH

3. EXTERNAL LOCUS OF CONTROL

   A. FEELS POWERLESS TO EFFECT CHANGE

   B. HAS DIFFICULTY COPING WITH PROBLEMS

   C. SEES FEW OPTIONS IN LIFE

   D. BELIEVES THERE ARE LIMITED RESOURCES AVAILABLE

   E. OCCURRENCES IN LIFE ARE EITHER FATE OR LUCK

   F. FEELS HOPELESS AND A VICTIM

   G. POWER LIFE IN THE HANDS OF OTHERS

4. POORLY DEVELOPED INTRA-PERSONAL SKILLS

   A. CAN'T RECOGNIZE OR ARTICULATE OWN FEELINGS

   B. LITTLE SELF CONTROL/SELF DISCIPLINE

   C. HAS DIFFICULTY SELECTING APPROPRIATE BEHAVIORS ATTACHED TO FEELINGS

   D. DOESN'T UNDERSTAND LIMITS AND CONSEQUENCES

   E. HAS DIFFICULTY DEALING WITH PRESSURE OR STRESS

   F. LOW SELF ESTEEM

HIGH RISK PROFILE
10 YEARS OF RESEARCH

5. POOR COMMUNICATION SKILLS

   A. POOR LISTENING SKILLS

   B. WON'T ACCEPT OTHER'S POINT OF VIEW

   C. LACKS VERBAL SKILLS TO EXCHANGE IDEAS (FEARFUL)

   D. DIFFICULTY COOPERATING

   E. POOR CONFLICT RESOLUTION SKILLS

   F. DIFFICULTY INCLUDING OTHERS IN ACTIVITIES

   G. DIFFICULTY UNDERSTANDING OTHER'S FEELINGS OR NEEDS

   H. DISHONEST, ARGUMENTATIVE

6. LACKS ABILITY TO INTERRELATE WITHIN A SYSTEM

   A. UNABLE TO PREDICT OUTCOMES

   B. DOESN'T UNDERSTAND CAUSE AND EFFECT

   C. LACKS UNDERSTANDING OF RESPONSIBILITY = PRIVILEGE

   D. LACKS ABILITY TO ADAPT WHEN NECESSARY

   E. LACKS FLEXIBILITY

HIGH RISK PROFILE
10 YEARS OF RESEARCH

7. MAKES POOR JUDGMENTS

   A. DOESN'T THINK THROUGH PROBLEMS

   B. CONTINUALLY MAKES SAME MISTAKES

   C. OVERINDULGED BY SELF AND OTHERS

   D. CONSISTENTLY RELY ON PERCEPTION OF PEERS FOR PROBLEM RESOLUTION

ISSUES FOR COA'S

1) Perceived Isolation

2) Inconsistency

3) Self-condemnation

4) Control Needs

5) Approval Needs

6) Rigidity

7) Fear of Failure

CHARACTERISTICS: ADULT CHILDREN OF ALCOHOLIC OR DYSFUNCTIONAL FAMILIES

1. FEAR OF LOSING CONTROL: we maintain control of our feelings and our behavior, and we try to control the feelings and behavior of others. We don't do this to hurt ourselves or others: we do it out of fear. We are afraid that our lives will worsen if we relax our control, and we get uncomfortably anxious when control isn't possible.
2. FEAR OF FEELINGS: from childhood on, we've buried our feelings (especially sadness and anger), and we've lost the ability to express emotions freely. Eventually all intense feelings are feared, even ones like joy and happiness.
3. FEAR OF CONFLICT: we are frightened by those in authority, by angry people and by personal criticism. Common assertiveness displayed by others is often misinterpreted as anger. As a result of our fear of conflict, we are constantly seeking approval, but we lose our identities in the process. We frequently end up in a self imposed state of isolation.
4. AN OVERDEVELOPED SENSE OF RESPONSIBILITY: we are hypersensitive to the needs of others. Our self esteem comes from how others view us: thus we have a compulsive need to be "perfect" in their eyes.
5. FEELINGS OF GUILT when we stand up for ourselves rather than giving in to others. We sacrifice our own needs in an effort to be "responsible" and to avoid guilt.
6. AN INABILITY TO RELAX, LET GO, AND HAVE FUN: Fun is stressful for us, especially when others are watching. The child inside is terrified, exercising all the control it can muster to be good enough just to survive. Under such rigid control, it's no wonder spontaneity suffers, for spontaneity and control are incompatible.
7. LIVING IN A WORLD OF DENIAL: whenever we are threatened, our tendency toward denial intensifies.
8. DIFFICULTIES WITH INTIMATE RELATIONSHIPS: intimacy leaves us feeling out of control. Intimacy requires both self love and being comfortable with the expression of one's own needs. As a result, we may have difficulty with sexuality. We may frequently repeat relationship patterns without growth.
9. LIVING LIFE FROM THE VIEWPOINT OF A VICTIM: we may be either aggressive or passive victims, and we are often attracted to other "victims" in our love, friendship and career relationships.
10. COMPULSIVE BEHAVIOR: we may work or eat compulsively, become addicted to a relationship, or behave in other compulsive ways. Some of us may drink compulsively or become alcoholics ourselves.
11. THE TENDENCY TO BE MORE COMFORTABLE WITH CHAOS THAN SECURITY: We become addicted to excitement and drama, which can give us our fix of adrenalin and the feeling of power which accompanies it.
12. THE TENDENCY TO CONFUSE LOVE WITH PITY: because of this confusion, we frequently "love" people we can pity and rescue.
13. FEAR OF ABANDONMENT: we will do anything to hold on to a relationship in order to avoid the pain of abandonment.
14. A TENDENCY TOWARD PHYSICAL COMPLAINTS: we frequently suffer higher rates of stress related illnesses.
15. SUFFERING FROM A BACKLOG OF DELAYED GRIEF: losses experienced during childhood were often never grieved for, since our families frequently would not tolerate such intensly uncomfortable feelings. Today, without calling up these past feelings, our losses cannot be felt. As a result, we may frequently be depressed.
16 A TENDENCY TO CHOOSE REACTION OVER ACTION: many of us remain hypervigilant, constantly scanning our physical or emotional environments for potential catastrophies we can feed into.
17. THE TENDENCY TO ASSUME A BLACK AND WHITE PERSPECTIVE: under pressure, the gray areas of life seem to disappear, and we may see ourselves facing an endless series of "either – or" alternatives.
18. HARSH, EVEN FIERCE SELF CRITICISM. We may have a very low sense of self esteem, no matter how competent or mature we are in many areas of our lives.
19. AN ABILITY TO SURVIVE: If I am reading this list, I am a survivor.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

Working With Our Youngest Students
Workshop Evaluation

Workshop #1 March 11, 1994
Understanding and Working With At Risk Youth

Content:

Was the content useful to you? Why or Why not?

What was the most important thing you learned?

Did any of the content seem inappropriate to you? If so, what?

Did the program fulfill your expectations?

Presenters:

How would you rate the presenters?

	Excellent	Average	Poor
Helen Guisler			
Tonya Hoffman			

Any additional comments or recommendations are greatly appreciated.

Workshop #2

Curriculum Based Assessment
Dr. Shirley Woika
March 23, 1994

The definition, uses, and principles of CBA (Curriculum Based Assessment) were covered in this workshop. It was stressed that CBA is an assessment technique that can be used with all levels of learners and is based on the material a student is using in any curriculum. The "how to" and implementation of CBA were taught.

Resources:

"A Personal View of Curriculum - Based Assessment," Exceptional Children, Volume 52 No. 3, pg. 205-218, 1985. Edward E. Gickling and Verlinda P. Thompson

Curriculum Based Assessment

A Presentation by
Shirley A. Woika, Ph.D.
Certified School Psychologist

March 23, 1994

Curriculum Based Assessment
The ABCs of CBA

Definition: Curriculum Based Assessment (CBA) is assessment based precisely on the material a student has been taught within a curriculum.

Major Limitations: CBA is not norm referenced; therefore, it only provides information on one student regarding how that student is currently functioning within the curriculum. It tells us nothing about the "norm" of the class. Maybe the entire class is able to read and comprehend a given book independently. Maybe the teacher has placed an entire group of students in an inappropriate book.

Practical Uses:

- assess current skill levels within a given curriculum
- provide a rationale for mainstreaming or more support services
- provide a clear link to intervention strategies
- help to plan instruction
- can be performed by any trained individual (not limited to school psychologists)
- provide feedback on effectiveness of strategies

Four Common Principles of CBA

1. student assessment in classroom instructional materials
2. short duration testing
3. frequent and repeated measures
4. data display to allow for monitoring of student progress

The "How to" of CBA

A. Accuracy = percentage of known material
   1. formula: number of items correct in probe divided by total number of items in probe
   2. suggested guidelines (Mercer & Mercer, 1985)
      a. independent level: 95+%
      b. instructional level: 85 - 95%
      c. frustration level: <85%

B. Fluency = rate of known material
   1. formula: number of items correct divided by number of minutes probed
   2. suggested guidelines: See Deno & Mirkin chart)

C. Other terms
   1. acquisition - relative east with which a student learns something
   2. retention - ability to retain and use what has been learned
   3. rate - add "time" and "effort" to above

Implementing CBA

1. Ascertain what is currently being taught and with what skills the student is having difficulty (e.g., sight vocabulary, multiplication facts, etc.)
2. Develop separate probes for each problem area from material currently expected of student.
3. If you determine the student is at the frustration level in current material, work back in the curriculum probing previous material until the student's instructional level is found.
4. Develop interventions by embedding unknown material into known material at a ratio of about 85% (knowns) to 15% (unknowns), continue administering previously developed probes to determine level of acquisition and retention, display data.

Reading (Deno and Mirkin)

Medians: Grade level of materials 1-2

Frustration level	Instructional level	Mastery level
29 words/min. or less and/or 8 more errors/min.	30-49 words/min. and/or 3-7 errors/min.	50 words/min. or better and 2 or fewer errors/min.

Medians: Grade level of materials 3 and above

Frustration Level	Instructional Level	Mastery Level
49 words/ min. or less and/or 8 or more errors/min.	50-99 words/min. and/or 3-7 errors/min.	100 words/min. or better and 2 or fewer errors/min.

Math (Deno and Mirkin)

Medians: Grade level of materials 1-3

Frustration Level	Instructional Level	Mastery Level
0-9 digits/min. correct and/or 8 or more digits/min. incorrect	10-19 digits/min. correct and/or 3-7 digits/min. incorrect	20 or more digits/min. correct and 2 or fewer digits/min. incorrect

Medians: Grade level of materials 4 and above

Frustration level	Instructional Level	Mastery Level
0-19 digits/min. correct and/or 8 or more digits/min. incorrect	20-39 digits/min. correct and/or 3-7 digits/min. incorrect	40 or more digits/min. correct and 2 or fewer digits/min. incorrect

EXAMPLE OF PROBES (ORAL READING)

NAME: **GRADE:** **TEACHER:**

BOOK: Inside My Hat Ginn Reading Series Grade Level-2

Probe 1: Story - "The Trick Race" (end of book, pp. 58-60) Date:

"Fox," said Coyote. "It is good to see you. I want something to eat. And here you are! This looks like my day!" "You don't want to eat me now," said Fox. "I am not good to eat now. I need to have a little run. That will make me good to eat. Do you want to have a race?" "You can't mean that?" said Coyote. "It is a trick!" I do mean it," said Fox. "I need to go do something now. Then I'll come back and race." "You may not come back," said Coyote. "I'll come back," said Fox.

1 min →

Accuracy = Fluency = Comprehension Check =

Knowns Hesitants Unknowns

Probe 2 : Story - "Race Day" (middle of book, pp. 39-42) Date:

"Can you read that, Ana?" asked Dad. "I can read it," said Ana. "There is a race! Can we go to the race?" "We'll go to the race," Dad said. "What a day for a race!" said Jim. "It looks like a good race day. I call this a day for wheels. What are you going to race on?" "I have a bike," said Ken. "I'll race in the bike race. Do you see where I have to go?" "Read that," said Jim. "It looks like you go there." "Ken, get out!" said Sara. You can't ride a bike in that race!" "Ken will mix the race up!" said Ana. "Ken is a mix up!" said Jim.

1 min.

Accuracy = Fluency = Comprehension Check =

Knowns Hesitants Unknowns

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INTERVENTION FOR "RACE DAY" (PROBE 2)

I. Procedure : Drill Sandwich (Coulter & Barrilleaux, 1989); a system of using flashcards for developing sight word efficiency within a particular passage while adhering to CBA ratios.

A. Determine known and unknown words.
B. Select about 20 known and about 5 (+ or -2) challenging words.
C. Create flashcards for the list of words.
D. Sandwich (insert) unknown words in with the known words.
E. When showing flashcards, stop at each unknown word (say the word; ask the student what it means; define the word; use the word in context).
F. Continue showing flashcards in sequence until words are recognized without hesitancy.
G. As new words become known, replace old known words with the new known words (always reflecting the ratio of about 80-85% known and 15-20% challenge).
H. Ask the student to look at the passage; point to the previously unknown words and ask the student to read them in context.
I. Ask the student to read the passage.
J. Read and re-read the passage to enhance expression and fluency.
K. Continue to probe and collect data on accuracy and fluency; display data.

II. Application to Probe 2 ("Race Day")

A. Known List : you, that, can, race, we, day, said, good, call, this, for, have, see, like, get, will, up, go, the, on.
B. Unknown List : read, there, we'll, what, looks, wheels, going, bike, where, mix, Ana (0% accuracy).
C.

Word List 1		Word List 2	
you	call	the	on
that	this	will	read
can	for	this	what
race	have	said	day
read	see	you	there
we	we'll	looks	that
day	like	we'll	have
said	get	get	up
there	will	race	wheels
good	up	go	see
Drill to 100% accuracy		Drill to 100% accuracy	

Continue until all unknowns are covered.

D. Chart progress of Sight List following each drill of Word Lists (display data); see if student can handle more Unknowns in Word Lists; chart student's accuracy and fluency reading story after Word List drills;
E. Administer retention probes (after end of intervention phase).

RECORD OF ASSESSMENT

NAME: **GRADE:** **TEACHER/SCHOOL:**

CONTENT AREA (include specific skill area; book, page # and level):
Book - Inside My Hat (Ginn) Story - Race Day (pp. 39-42, mid 2nd grade)
Skill - Sight Word List (known + unknown) Intervention - Drill Sandwich

Date	Base	Follow-up	Accuracy	Fluency	Other (Compare)
1 3-25-91	X		20/31 = 64%		
2 3-26-91		X	22/31 = 71%		
3 3-27-91		X	23/31 = 74%		
4 3-28-91		X	25/31 = 81%		
5 3-29-91		X	27/31 = 87%		
6					
7 4-18-91	Retention Probe				
8					
9					
10					

CONTENT AREA (include specific skill area; book, page # and level):
Book - Inside My Hat (Ginn) Story - Race Day (pp. 39-42, mid 2nd g)
Skill - Oral Reading of Story (Application of Sight words + Intervention)

Date	Base	Follow-up	Accuracy	Fluency	Other (Compare) (Retelling)
1 3-25-91	X		82%	83 w/m, 15 E	28%
2 3-26-91		X	84%	85 w/m, 14 E	28%
3 3-27-91		X	85%	90 w/m, 15 E	43%
4 3-28-91		X	86%	94 w/m, 10 E	57%
5 3-29-91		X	88%	98 w/m, 9 E	71%
6					
7 4-18-91	Retention Probe				
8					
9					
10					

CONTENT AREA (include specific skill area; book, page # and level):

Date	Base	Follow-up	Accuracy	Fluency	Other (Compare)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Series: Macmillan
Book: Adventuring
Level: 3-1 Reader
Selection: The Ox-Cart Man
Pages: 302 - 311

In October he backed his ox into his cart and he and his 13
family filled it up with everything they made or grew all year 25
long that was left over. 30

He packed a bag of wool he sheared from the sheep in April. 43

He packed a shawl his wife wove on a loom from yarn spun at 57
the spinning wheel from sheep sheared in April. 65

He packed five pairs of mittens his daughter knit from yarn 76
spun at the spinning wheel from sheep sheared in April. 86

He packed candles the family made. 92

He packed linen/(1) made from the flax they grew. 101

He packed shingles he split himself. 107

He packed birch brooms his son carved with a borrowed 117
kitchen knife. 119

He packed potatoes they dug from their garden - but first he 130
counted out potatoes enough to eat all winter and potatoes for 141
seed next spring./(13) 144

Accuracy =

Fluency =

Series: Macmillan
Book: Landscapes
Level: 5th Reader
Selection: James and the Giant Peach
Pages: 383 - 399

James stood alone out in the open, wondering what to do. 11
The night was all around him now, and high overhead a wild white 24
moon was riding in the sky. There was not a sound, not a 37
movement anywhere. 39

He could see the giant peach towering over everything else. 49
What a dazzling sight it was! The moonlight was shining and 60
glinting on its great curving sides, turning them to crystal and 71
silver. It looked like a tremendous silver ball lying there in 82
the grass, silent, mysterious, and wonderful. 88

Then all at once, little shivers of excitement started 97
running over the skin on James's back. Something else, he told 108
himself, something stranger/(1) than ever this time, is about to 118
happen to me again soon. He was sure of it. He could feel it 132
coming. 133

Accuracy =

Fluency =

Series: Macmillan
Book: Tapestries
Level: Sixth grade
Selection: *Out of the Maze*
Pages: 137-159

It was late one night that I heard Justin calling to me, speaking softly, around the 16
wooden partition between our cages. Those partitions generally kept all of us from 29
getting to know each other as well as we might have done, and discouraged us from 45
talking much to one another; it was quite hard to hear around them, and of course you 62
could never see the one you were talking to. I think Dr. Schultz had purposely had them 79
made of some soundproof material. But you could hear, if you and your neighbor got in 95
the corners of these cages nearest each other and spoke out through the wire front. 110

"Nicodemus?" 1

"Yes?" I went over to the corner. 8

"How long have we been here?" 14

"You mean since the beginning? Since we were caught?" 23

"Yes." 24

"I don't know. Several months - I think, but I have no way to keep track." 39

"I know. I don't either. Do you suppose it's winter outside now?" 51

"Probably. Or late fall." 55

1st minute

Accuracy =

Fluency =

2nd minute

Accuracy =

Fluency =

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

Working With Our Youngest Students
Workshop Evaluation

Workshop #2 March 23, 1994
Curriculum Based Assessment

Content:

Was the content useful to you? Why or Why not?

What was the most important thing you learned?

Did any of the content seem inappropriate to you? If so, what?

Did the program fulfill your expectations?

Presenter:

How would you rate the presenter?

	Excellent	Average	Poor
Dr. Shirley Woika			

Any additional comments or recommendations are greatly appreciated.

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Workshop #3

Learning Strategies with Late Adolescents

Vicky Henry
April 6, 1994

Very specific learning strategies were described and applied in this workshop. Strategies that were demonstrated include: Hot Topics, Tips, Cards, Rap, Mnemonics.

Resources:

How To Help Students Overcome Learning Problems and Learning Disabilities, Rosalie M. Young, Harriet H. Savage, Interstate Printers and Publishers, Inc., IL 1989.

Remedial Techniques in Basic School Subjects, Grace M. Fernald, pro-ed, TX 1988.

The Resource Teacher: A Guide To Effective Practices, J. Lee Wiederholt, Donald D. Hammill, Virginia L. Brown, Allyn/Bacon, Inc., MS 1983.

Seminars: Instructional Support System of PA, "Preparation for Adult Life," compiled by Deb Evans.

College of Misericordia, "Alternative Learning Project," Joseph Rogan.

Presentation on

Learning Strategies

April 6, 1994

Vicky Henry, LD Teacher
Lewistown Area High School

LEARNING STRATEGIES REFERENCE

Learning Strategies Reference
(Compiled by Deb Evans, CAIU Preparation for Adult Life Consultant)

Problem (Characteristic)	Reacting (Strategy)
Just not organized	FOCUS
Can't zero in	HOT TOPICS
Can't find cues	TIPS
Can't store	CARDS
Not ready for class	GET SET
Bad attitude	SHARE
Can't take notes	(Columns)
Problem Listening	CRIES
Taking Notes	SCRIBE
Organization	CHECK
Reading Texts	RAP
Reading	LAP
Reading other...	TRACK
Finding Important Info	LIST
Remembering	RIDER
Remembering	LINK
Vocabulary	LINK
Writing essays	WRITER
Writing sentences	PENS
Editing/proofreading	COPS
Taking tests	PIRATES
Time management	PLANNER
Studying	STUDY
Taping class	TAPES
Word Attack	DISSECT

YOU BETTER STUDY FOR THAT BIG TEST
I KNOW..I KNOW..
I CAN STUDY AS GOOD AS ANYONE!
THWAP!
THWAP!
THWAP!
Z
YOU GOT A "D" ON YOUR TEST?!
YEAH, I CAN'T UNDERSTAND IT. I STUDIED FOR HOURS, TOO!

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Handout 1

LEARNING STRATEGIES

ARE

APPROACHES TO LEARNING

PROCESS FOR TEACHING LEARNING STRATEGIES

1. *FIND OUT--*

WHAT DOES THE STUDENT NEED TO KNOW?

2. *DESCRIBE THE STRATEGY.*

3. *MODEL*

4. *VERBAL REHEARSAL-*

SUMMARIZE.

SAY BACK TO ME.

5. *PRACTICE*

6. *GENERALIZATION--*

THIS STRATEGY WORKS IN OTHER WAYS.

Handout

FOCUS

FAMILIARIZE BEFORE CLASS

Look for HOT Topics. Get TIPS.

Put the HOT Topics on CARDS.

ORGANIZE FOR CLASS

GET SET for class, prepare to SHARE.

CREATE COLUMNS FOR NOTES

Get ready to take notes.

UNCOVER IMPORTANT INFORMATION IN CLASS

Listen for stuff that CRIES out for attention.

SCRIBE

CHECK out after class.

College Misericordia

Handout 3

HOT TOPICS

HANDOUTS

OUTLINES

TEXTBOOKS (*TIPS*)

TIPS

TITLES

INTRODUCTIONS TO CHAPTERS

PRINT

LARGE, BOLDFACE, ITALICS, ETC.

SUMMARIES

Handout 4

CARDS

CREATE CARDS BY PLACING HOT TOPICS ON THE FRONTS.

ADD INFORMATION FROM LECTURES & TEXTS TO THE BACKS.

REARRANGE THE CARDS INTO GROUPS AS YOU STUDY.

DIG OUT MORE INFORMATION .

CRIES -

INFORMATION THEY HAVE ON CARDS

INFORMATION WHICH IS REPEATED

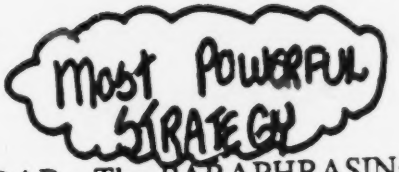
INFORMATION WHICH IS OF INTEREST TO TEACHERS

INFORMATION SHARED AFTER THE TEACHER EYES HIS/HER NOTES

INFORMATION THE TEACHER SAYS IS IMPORTANT

INFORMATION WHICH CRIES OUT FOR ATTENTION INCLUDES THE HOT TOPICS ALREADY PLACED ON CARDS.

Handout 5



RAP...The PARAPHRASING STRATEGY

Students who have difficulty dealing with textbooks taught how to RAP.

RAP

R Read one paragraph.

A Ask two questions:
What was that about?
What was true?

P Put you answers into you own words.

Handout 6

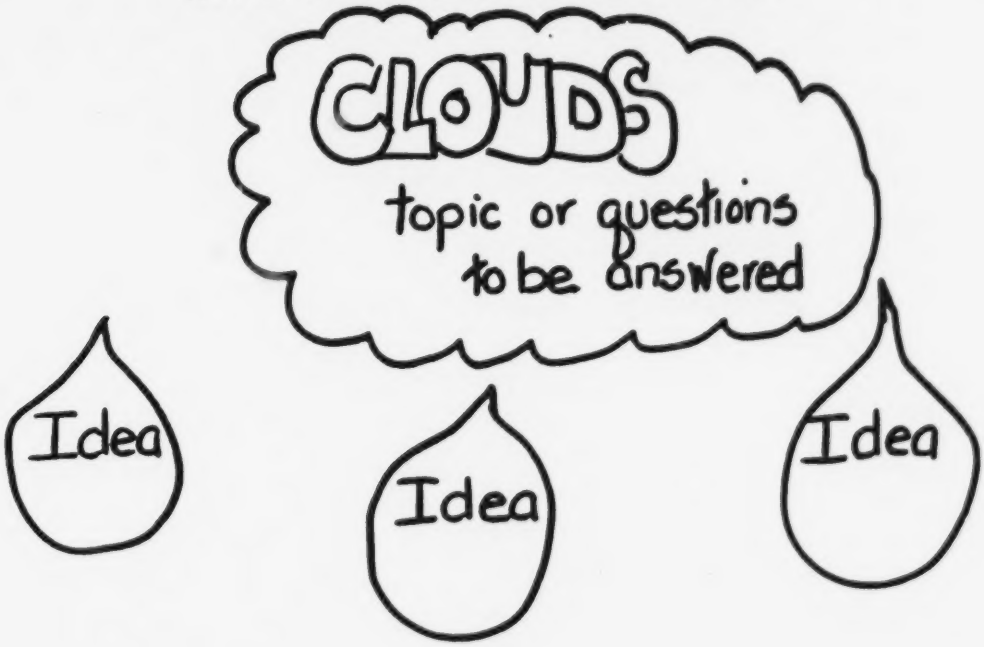
WRITE THE TOPIC OR QUESTION AT TOP OF PAPER

IN SECTIONS WRITE 1-2 WORD IDEAS

EACH TOPIC SHOULD HAVE AT LEAST 3 IDEAS.

WRITE EACH IDEA IN A COMPLETE SENTENCE, LEAVING 5 SPACES BETWEEN EACH SENTENCE.

WRITE 2-3 SENTENCES ABOUT EACH



1.
2. Write 3 complete sentences about
3. each idea.

* Skip Space

Write transition sentence. Put in space btwn. idea

Rewrite "topic" or rephrase question into an introductory sentence.

Summarize topic or question for conclusion.

STEPS FOR DESIGNING A MNEMONIC DEVICE

1. FORM A WORD

2. INSERT A LETTER OR LETTERS TO FORM A WORD OR PHRASE.

3. REARRANGE THE LETTERS.

4. SHAPE A SENTENCE.

5. TRY COMBINATIONS.

Handout 8

EXAMPLE LISTS

LIST 1

Films in Which John Wayne Died

Sands of Iwo Jima
The Fighting SeeBees
Alamo
Reap the Wild Wind
Shootist

LIST 2

Scientific Objects That Have Never Been Seen

Black holes
Antimatter
Cosmic rays
Earth's core

LIST 3

Deserts

Mohave
Sahara
Thar
Arabian

LIST 4

Famous People Who Ran Away from Home

Davy Crockett
Cary Grant
Bob Dylan
Danny Kaye
Neil Diamond

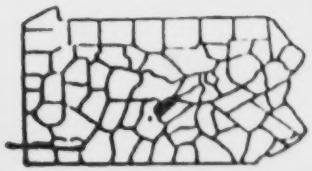
Handout 9

EXAMPLE)

ORDER OF OPERATIONS

PLEASE	EXCUSE	MY	DEAR	AUNT	SALLY
A	X	U	i	D	U
R	P	L	V	D	B
A	O	T	I	I	T
N	N	I	D	T	R
T	E	P	E	I	A
H	N	L		O	C
E	T	Y		N	T
S	S				
E					
S					

Handout 10



MIFFLIN COUNTY

APPROX SCALE 1 INCH = 1 MILE

WORDS TELL US TO ADD	WORDS TELL US TO SUBTRACT
sum	difference
add	subtract
plus	minus
more than	Less than
increased by	derrensed by
heavier than	lighter than
taller than	smaller than
greater than	less than
	diminished by

WORDS TELL US TO MULTIPLY	WORDS TELL US TO DIVIDE
product	quotient
multiply	divide
times	into
double (x 2)	divided by
of	ratio $\frac{2}{3}$
triple (x 3)	$\frac{1}{2}$ as much
quadruple (x 4)	multiply

Handout 12

STUDY

S Study from CARDS...not books, not notes.

T Try studying with others

U Use time wisely...PLANNER it!
Breaks

D DisCARD what is known

Y Your brain needs sleep...Cram Not!

Hardcat 13

PEANUTS
By Charles M. Schulz
TRUE! FALSE! TRUE! MAYBE! WHO KNOWS? WHY NOT? COULD BE! TRUE AGAIN!
© 1960 United Feature Syndicate, Inc.
ABSOLUTELY FALSE! A SURE THING! NOW AND THEN! WHO CARES? TRUE AGAIN!
3-14
IF THE GOOD LORD IS WILLING, AND THE CREEKS DON'T RISE!
YOU'RE REALLY WEIRD, SIR.
SCHULZ

Handout 14

PIRATES

PREPARE TO SUCCEED...

1. **P**ut name and the word PIRATES on the test
2. **A**llot Time and order
3. **S**ay affirmations
4. **S**tart within two minutes

INSPECT THE INSTRUCTIONS...

5. **R**ead the directions
6. **U**nderline what and where
7. **N**otice and star special requirements

READ, REMEMBER, REDUCE...

8. **R**ead each item
9. **R**emember mnemonics
10. **R**educe choices

ANSWER OR ABANDON...

11. **A**nswer only when sure
12. **A**bandon temporarily

TURN BACK...

13. **T**urn Back for a second pass

ESTIMATE (GUESS)...

14. **R**epeat RRR
15. **A**void absolutes
    Words like always, never are false. Words like many, most are true.
16. **C**hoose longest answers
    If you are stuck as to which to answer, always choose the longest answer.
17. **E**liminate similar answers
    Answers like 6 inches and half a foot.

SURVEY...

18. **S**urvey the test
19. **S**witch only when sure

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Handout 15

ABSOLUTE WORDS

All	No
Always	None
Every	Never
	Only

NON-ABSOLUTE WORDS

Few	Most
Some	Many
Seldom	Often
Sometimes	Usually

STEP 6: ESTIMATE

Avoid absolutes.

Choose the longest or most detailed choice.

Eliminate similar choices.

Handout 16

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

Working With Our Youngest Students
Workshop Evaluation

Workshop #3 April 6, 1994
Teaching Strategies

Content:

Was the content useful to you? Why or Why not?

What was the most important thing you learned?

Did any of the content seem inappropriate to you? If so, what?

Did the program fulfill your expectations?

Presenter:

How would you rate the presenter?

	Excellent	Average	Poor
Vicky Henry			

Any additional comments or recommendations are greatly appreciated.

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Workshop #4

How To Deal with Discipline Problems: The Michael Valentine Model

Dr. Shirley Woika
April 18, 1994

Classroom and behavior management techniques were the topics of discussion. Specifically, we reviewed the Michael Valentine Model of dealing with discipline problems. Belief systems about acting out behaviors were examined; unclear communication patterns were reviewed; back up techniques were taught.

Resources:

Valentine, Michael R., How To Deal With Difficult Discipline Problems, A Family-Systems Approach, 1988, Kendall/Hunt Publishing Co.

How to Deal with Discipline Problems:

The Michael Valentine Model

A Presentation by
Shirley A. Woika, Ph.D.
Certified School Psychologist
Mifflin County School District

April 18, 1994

TEACHER AND PARENT BELIEF SYSTEMS OF WHY CHILDREN MISBEHAVE

1. Heredity
2. Emotional illness
3. Deprivation
4. Ignorance
5. Brain damage
6. Defective or inadequate models (parents, peers, teachers)
7. Socioeconomic factors
8. Phases or stages
9. Hyperactive -- AD/HD
10. Normal behavior - "boys will be boys"
11. Wind or weather
12. Astrology - wrong sign
13. Demanding too much of the student
14. Classroom environment

Summary:

a. Would you let your own child act like this?
b. Does the child's behavior change under observation?
c. If you offered him $1000, could he/she stop doing or start doing what you wanted him/her to do?
d. Have you ever seen the child do what you wanted him to do?

BELIEF SYSTEM ANALYSIS WORKSHEET

For A Popular Belief You Typically Get In Your School
Homework Assignment

1. Name of belief system_____
   Answer the following questions as if this belief system were true.
2. Is the child capable of controlling his behavior?
3. Who or what is in control of the child's behavior?
4. Are you, the teacher, capable of controlling the child's behavior?
5. Who or what is the agent of change in the child's behavior?
6. If you adopt this particular belief system, what does it require of you in terms of handling the child?
7. Is it appropriate for you to demand a change in the child's behavior?
8. What course of action must you take to change the behavior? What interventions are available to you?
9. What strategies, methods, behavioral management techniques or plans do you think are reasonable to effect change in this situation?
10. What is the prognosis for the child?
11. What evidence do you have to support this belief?
12. How do you explain differences or changes in the child's behavior?

UNCLEAR TEACHER OR PARENT COMMUNICATIONS

These are some of the things parents and teachers say and do when the child acts inappropriately and when they don't believe the child is capable of acting appropriately. These unclear teacher or parent communications really say to the student, "Keep doing the inappropriate behavior."

1. IGNORE THE BEHAVIOR, HOPING IT WILL GO AWAY.

Implication: If I act like this isn't happening, it will stop.

2. ENCOURAGE THE BEHAVIOR "Do that again. I dare you."

Implication: I would like you to continue the behavior so I can show you what will happen to you.

3. Demand behaviors or behavioral goals which do not focus on the real problem and which, in fact, encourage the continuation of inappropriate behavior. For example:

   a. HONESTY ABOUT SYMPTOM
   "Just tell me the truth about it."

   Implication: They are more interested in the truth than in stopping the behavior that the child has to lie about.

   b. CONCERN ABOUT SYMPTOM
   "Aren't you even sorry you did it?"

   Implication: It's more important for the student to feel remorse than to change the inappropriate behavior.

   c. FACING THE PROBLEM
   "If you will just face up to the problem!"

   Implication: Facing the problem, whatever that might mean, is more important than eliminating it by changing the inappropriate behavior.

   d. EFFORT TO CHANGE
   "If you will just make an effort - try."

   Implication: It's more important to try to change than to achieve a real change. Make it look like you're straining.

e. WILLINGNESS TO DISCUSS REASONS
"Tell me why you did it."

Implication: The student can and should continue the behavior, but should talk more freely about his/her reasons for it.

f. THINKING ABOUT BEHAVIOR
"Just think before you act."

Implication: The student is to continue the behavior but contemplate it each time before acting out.

g. WILLINGNESS TO LEARN AND/OR ACCEPT HELP
"You have to be open to new experiences. You have to be self-motivated and willing to learn." "If you would just let me help you, I'm sure we could solve this problem."

Implications: You do not have to change the inappropriate behavior until you are open, cooperative and motivated. Until that time, it is not necessary to act appropriately.

h. LEARN FROM THE EXPERIENCE
"Keep that up and you'll learn that crime doesn't pay."
"I guess you'll have to learn from the school of hard knocks."

Implication: Keep up the behavior, but learn from it. (Unfortunately, children with behavior problems seem to be slow learners.)

i. DON'T GET CAUGHT
"Just don't ever let me catch you doing that again."

Implication: Continue the behavior, but don't get caught doing it.

4. ABSTRACT, MEANINGLESS DIRECTIONS
"Use common sense." "Don't give the teacher too hard a time." "Grow up." "Be mature." "Work up to your potential." "Have a nice day." "If you loved your sister, you wouldn't hit her".

Implication: If you don't have the quality specified (common sense, love, maturity), it's OK to behave inappropriately. Each abstract term needs to be operationalized in concrete specific terms

5. STATEMENTS OF FACTS
"I see you didn't bring your papers and pencils to class again." "You're not sitting in your seat today." "You're acting out again."

Implication: The adult is just providing obvious information rather than demanding a change. This presumes that the student is unaware of the information and needs to be informed before he/she can change.

6. CLASSIFICATION SYSTEMS
"You're a bad boy." "You're a thief." "What a tomboy!" "You're lazy."

Implication: These classifications are established facts. There's nothing the child can do to change.

7. QUESTIONS
"How many times do I have to tell you?" "Why did you do that?" "What did I do to deserve a student like you?"
"How long do you plan to continue misbehaving?"

Implication: The student can continue the behavior as long as he/she provides an answer to the questions.

8. PREDICTIONS
"You'll flunk out of school." "You'll never grow up." "You're going to spend your life in jail." "You'll never amount to anything."

Implication: Keep up the behavior in order to fulfill the prophecy. The outcome has been predetermined.

9. IF-THEN CONTRACTS
If you do these ten problems,then you'll get..." "If you do that one more time, I'll..." If "X" then "Y".

Implication: The child has a choice; either alternative is acceptable.

10. PUNISHMENTS
"If you do that again, I'll send you to the office." "You'll get a spanking if you don't stop that."

Implication: It's OK to misbehave if you are willing to pay the price.

UNCLEAR COMMUNICATIONS (cont.)

11. WISHES, WANTS AND SHOULDS
"I wish you wouldn't." "You should know better." "I want you to..."

Implication: The adult is merely stating a preference which the child is free to disregard.

12. REASONING, INSPIRING, EXPLAINING, LONG LECTURES

Implication: The student doesn't really understand his behavior or have complete insight into the implications of his behavior. He needs to have it explained to him repeatedly.

13. NON-VERBAL COMMENTS ABOUT BEHAVIOR

a. INCONGRUENT POSITIVE NON-VERBALS
Smiling, affection, nodding head, laughing.

Implication: The adult is ambivalent about a demand for change.

b. INDIRECT MESSAGES
Locks on doors, surveillance, unbreakable furniture, etc.
Also classroom interventions designed to help, but that unfortunately give another message that says, "I don't expect you to behave."

Implication: The child is not capable of controlling his behavior.

GENERAL PRINCIPLES FOR EFFECTIVE BACK-UP TECHNIQUES

1. Believe it is OK for you to make the decision, be in charge, be the boss, be the parent or the teacher.

2. See the child/student as capable of doing what you request. Accept no excuses for inappropriate behavior. Do not let the child/student engage in behaviors that will lead to failure.

3. Tell the child/student exactly what he/she is to do in concrete, specific, non-hostile, objective behavioral terms.

4. Devise behavioral interventions that stay focused on the solution of the problem and say to the child/student in very clear terms, "I love you and I care about you so much that I will not let you fail, hurt yourself, or make a poor decision in this one area of your life. I will not hurt you, punish you or belittle you, however, I will do whatever is necessary to make sure you are successful."

5. Focus on making the student successful: he does the ten math problems in class right now rather than stay after school and write 100 sentences; he goes to school, gets good grades and acts appropriately instead of being suspended for truancy.

6. The choice of a good back-up technique is between success or success, not success or failure.

7. The bottom line message conveyed to the student is, "You must do the desired behavior, there is no way out of doing it."

8. Be willing to put in the time and energy to make the goal behavior happen. Be consistent, monitor the behavior and follow through. Demonstrate to the student a 100 percent commitment to changing the behavior. Be willing to pay the price now, not later.

TEACH FOR SUCCESS, NOT FAILURE

INTERVENE EARLY

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

Working With Our Youngest Students
Workshop Evaluation

Workshop #4 April 18, 1994
Classroom Management and Techniques

Content:

Was the content useful to you? Why or Why not?

What was the most important thing you learned?

Did any of the content seem inappropriate to you? If so, what?

Did the program fulfill your expectations?

Presenter:

How would you rate the presenter?

	Excellent	Average	Poor
Dr. Shirley Woika			

Any additional comments or recommendations are greatly appreciated.

MCIDC Plaza ♦ One Belle Avenue ♦ Building 58 ♦ Lewistown, PA 17044
(717) 248-4942 (717) 248-8610 FAX
TIU 11 is an equal rights and opportunities educational service agency.

Workshop #5

Applied Experiences

Dr. Shirley Woika, Tonya Hoffman, Vicky Henry,
Helen Guisler
June 6, 1994

This workshop was facilitated by all the prior workshop presenters. The purpose was to discuss the applied experiences of participants and review questions and difficult case studies. Participants and facilitators interacted and addressed issues such as: substance abuse in late adolescence and how it affects classroom performance; an actual example of applications of CBA; how to motivate "at risk" youth; fear of failure and its consequences for youth; positive strategies for teaching a mixture of youth and older students in the classroom; dealing with disruptive youth in the classroom.

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

UNDERSTANDING OUR YOUNGEST STUDENTS

A series of five workshops for adult educators designed to focus on understanding the particular characteristics of our youngest students - ages 17 to 21 - and developing special instructional and classroom management strategies.

I. **Understanding and Working With At Risk Youth**
Friday, March 11, 1994 1:00 - 3:00 PM
Presenters: Tonya Hoffman and Helen Guisler

II. **Curriculum Based Assessment**
Wednesday, March 23, 1994 3:30 - 5:30 PM
Presenter: Dr. Shirley Woika

III. **Instructional Strategies**
Wednesday, April 6, 1994 3:45 - 5:45 PM
Presenter: Vicky Henry

IV. **Classroom Management Techniques**
Monday, April 18, 1994 3:30 - 5:30 PM
Presenter: Dr. Shirley Woika

V. **Applied Experiences**
Monday, June 6, 1994 3:30 - 5:30 PM
Presenters: Dr. Shirley Woika, Tonya Hoffman, Helen Guisler, Vicky Henry

All workshops will be held at the **TIU Adult Education and Job Training Center**, 1 Belle Avenue, Lewistown, PA 17044

For more information, please contact **Helen Guisler, Adult Education and Job Training Center - 717-248-4942**

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PA 99-4028 STAFF DEVELOPMENT: UNDERSTANDING OUR YOUNGEST STUDENTS
PDE AdvancE Call No AE 1037

Carol Molek

Tuscarora IU 11 Adult Education & Job Training Center

JUNE 1994

Signature

Director

Cheryl L. Keenan

Penna. Dept. of Education
Bureau of Adult Basic and Literacy Education

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December 1, 1994